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ABSTRACT

Questionnaires concerning opinions regarding racial integration, busing, and ability grouping were solicited in Spring, 1968, just prior to total desegregation of the Berkeley schools, from 337 Berkeley, California elementary school teachers and from the parents of over 8,000 elementary school pupils. Analyses of the results indicated that: (1) the vast majority of Berkeley teachers favored integration and busing, and held attitudes favorable to the school administration's official policies in this area; (2) older teachers were less favorably disposed toward busing and integration than younger teachers; (3) the majority of parents favored integration but approved busing less as a means of achieving integrated schools; (4) more females than males favored busing; (5) there were significant racial differences in opinions on busing; (6) a majority of all racial groups favored ability grouping; (7) favorable attitudes toward busing decreased with the number of years residence in Berkeley; (8) homeowners approved of busing less than renters; and, (9) favorableness toward integration and busing was positively related to parents' educational level. Teacher and parent opinion questionnaire forms with respective percent responses according to criteria of race, sex, age group, and length of residence in Berkeley are appended. (RJ)

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PARENT AND TEACHER ATTITUDES TOWARD INTEGRATION AND BUSING

by

Arthur R. Jensen, Ph.D.
Professor of Educational Psychology
University of California, Berkeley

RESEARCH RESUME

NUMBER 43

May 1970

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INTRODUCTION

Dr. Arthur R. Jensen,* Professor of Educational Psychology at the University of California, Berkeley, submitted a manuscript entitled, "Parent and Teacher Attitudes Toward Integration and Busing," to the Editorial Board of the *California Journal of Educational Research* for possible publication. After review, the Editorial Board of the *California Journal of Educational Research* accepted Dr. Jensen's manuscript for publication as early as possible in an issue of the *Journal*. After due consideration by the Editors of the *California Journal of Educational Research*, it was decided to publish this manuscript in the California Teachers Association *Research Résumé* series instead of the *California Journal of Educational Research*. The Editorial Board of the *California Journal of Educational Research* is also responsible for information published in the *Research Résumé* series.

Dr. Jensen's topic is extremely important to the education scene today, and it is sincerely hoped by the Editorial Board that the information contained in this *Research Résumé* will be of great value to educators and citizens alike in solving the multitude of problems facing education today in the area of integration.

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Parent and Teacher Attitudes Toward Integration and Busing

Arthur R. Jensen
University of California, Berkeley

Berkeley, California is the first city of over 100,000 population to institute complete desegregation and equal proportional representation of all racial and socio-economic groups in all of its public schools by means of two-way busing. Both majority and minority children are bused from their own neighborhoods to schools which, prior to desegration, were predominantly either white or black.

Berkeley, located on the eastern side of San Francisco Bay, is the third largest city of the Bay Area, with a population of 122,000 and an area of 10 square miles. Its main industries are education and research. The three largest employers are the University of California, the Lawrence Radiation Laboratory, and the California Department of Public Health. There are also more than 300 manufacturing concerns in Berkeley, the largest producing pharmaceuticals, toilet articles, chemical products, and baked goods. Over 40 percent of the employed residents commute to jobs outside the city. The Berkeley population includes a larger proportion

of college-educated persons and high-income families than other cities of the Bay Area, but also includes a substantial percentage of persons of limited education and low income. The Berkeley schools, therefore, serve a highly heterogenous population. Table 1 shows the 1960 population characteristics of Berkeley as compared with the two other largest Bay Area cities.

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The Berkeley Unified School District in 1967 enrolled approximately 50 percent minority children; about 40 percent are black and most of the remainder are Oriental. Table 2 shows the changing racial composition of the school population from 1960 to 1967, the year prior to the achievement of total desegregation by busing.

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Berkeley has had only one large senior high school (grades 10 through 12). The three junior high schools (grades 7 through 9) were integrated in 1964 by making one of the three junior highs for 9th grade only and adjusting school boundaries so that the remaining two schools would have similar racial compositions.

In 1967 the Berkeley Board of Education voted to desegregate all the elementary schools (grades K through 6).

The method for achieving this goal evolved during the following months. They were approved by the Board in January 1968 and were put into effect the following September. The desegregation plan consisted of two-way busing within broad attendance zones that geographically cut across the racial and socioeconomic stratification of the community. The largest school in each zone enrolled all children in grades 4 to 6, while the smaller schools accommodated grades K to 3. Some 3,500 of Berkeley's 9,000 elementary school children are bused each day. De facto segregation within schools is prevented by the District's explicit and enforced policy that all classes "will be heterogeneous by race, sex, academic performance, and, when possible, socio-economic level."

In Spring, 1968, during the last semester prior to desegregation, an assessment was made of the Berkeley elementary school population, focused mainly on tests of scholastic aptitude and achievement. The test and questionnaire results were intended to provide a comprehensive baseline against which future changes in the Berkeley schools can be measured following the integration of all the elementary schools in September, 1968. These baseline data cover a variety of ability and achievement tests, motivational and attitudinal assessments, systematic classroom observations, and parent and teacher opinions on integration, busing, and tracking. The test data were collected through procedures that were made as highly

standardized as was feasibly possible, from one school to another and one class to another, by having all tests administered by a staff of 25 trained testers whose ethnic backgrounds were in about the same proportions (for white, black, and Oriental) as found in the Berkeley schools.

Part of the pre-integration assessment consisted of attitude questionnaires concerning integration and busing, sent to all elementary teachers and to parents of all elementary pupils. This article summarizes the responses to these questionnaires. Because many different facets of these data may be of interest and value to other school districts contemplating various plans for desegregation, the results are presented in considerable detail so that readers interested in some particular aspect of the data can easily extract the relevant information.

Teacher Opinions

A 33-item inventory assessing attitudes and opinions regarding integration, busing, and ability grouping was administered on a voluntary basis to all elementary teachers in the Berkeley Unified School District. Teachers were not required to identify themselves in filling out the questionnaire, although they were requested to provide anonymously information as to their age, sex, and race. Questionnaires were distributed to a total of 337 elementary teachers; 248 completed questionnaires (71 percent) were returned. The overall responses to each item are shown

in Table 3. It is apparent that the majority of teachers

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responding display opinions consistent with the school administrations policies regarding integration, busing, and ability grouping. Over 70 percent of the respondents agreed with the District's plan for busing (item 8-d). Items 13 to 33 show that the majority of Berkeley teachers held attitudes and opinions highly favorable toward the possible social and educational consequences of totally integrated classes. If teacher expectations have any effect, then integration in Berkeley has the advantage of favorable attitudes and expectations on the part of the vast majority of teachers.

Table 4 shows teacher responses to the items of Table 3 in six age groups. Those items on which there are statistically significant differences in response among the six

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age groups, as determined by a chi square analysis, are indicated by asterisks. It is clear that there is a negative relationship between age of teachers and favorableness of attitudes toward integration and busing. Item 8, on attitudes toward busing, shows a highly significant ($p < .01$) age difference, with older teachers much less in favor of busing than the younger teachers. In general, older teachers are less optimistic regarding

possible beneficial outcomes of total integration.

Table 5 shows the responses to items in Table 3

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analyzed by sex and by race of teachers. Chi square analysis was used to determine statistically significant differences as a function of sex and race, indicated by asterisks. Very few of the items show significant sex or race differences in the pattern of responses.

Parent Opinions

The Parent Opinion Questionnaire, consisting of seven questions about school integration and busing, was sent home with every elementary school pupil (between 8 and 9 thousand). Parents filled out the questionnaires anonymously but also provided information concerning their sex, race, number of years of schooling, length of residence in Berkeley, and whether they owned or rented their home. A total of 4,596 completed questionnaires were returned. There is no way of accurately assessing the percentage of the total parent population of Berkeley elementary school children that this figure represents. More than one child per family took home copies of the questionnaire, and in some cases both parents filled out the questionnaire. Since it is a reasonable assumption that the total number of parents of elementary school pupils does not exceed the total number of children in school, it would seem safe to conclude that the percentage of parents responding is

something over 50 percent of all parents. And since usually only one parent (most often the mother) in each family responded, the results probably represent much more than 50 percent of families with elementary school-age children. Completely unbiased random sampling of opinions could be achieved, of course, only by means of door-to-door polling procedures such as those used in the Gallup Polls. Nevertheless, the present data represent a large proportion(undoubtedly a majority)of Berkeley parents of elementary school children, and it is the best information available concerning parent opinions just prior to the enactment of desegregation and busing in Berkeley.

Table 6 shows the responses of males and females to the seven Parent Opinion items. A double asterisk indicates that the sexes differ in their response beyond the .01 level, as determined by chi square. Woman consistently

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and significantly held more favorable opinions toward integration and busing than men. A majority of women (56.3 percent) and a minority of men (48.2 percent) favored busing as a means of achieving integration. Over 80 percent of both sexes, however, favored racial integration of the public schools. Over 60 percent of the respondents were in favor of ability grouping (Item 7). It is of interest to note that while a majority of respondents say they favor busing as a means of achieving integration, only a a minority (34.2% of men and 44.3% of women) believe that

busing will have a good influence on their children's education (Item 4).

Table 7 shows the responses according to the race of the parents. Again, double asterisks indicate race differences in responses significant beyond the .01 level, as determined by chi square. All items show significant

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race differences. In general, Negroes favored integration and busing the most, Orientals the least, with Caucasians intermediate. An overwhelming majority of white parents favored integration, but only a minority favored busing or believe it will have a good influence on their children's education. A majority of all racial groups favored ability grouping (Item 7).

Table 8 presents a further analysis of the Parent Opinion Questionnaire by sexes within each racial group, permitting a more fine-grained picture of parent opinion.

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Table 9 analyzes parent opinions still further in terms of length of residence in Berkeley: less than one year, 1-5 years, 6-10 years, and over 10 years. In general, favorable attitudes toward integration and especially

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busing decrease with length of residence in Berkeley. The percentage of parents favoring ability grouping generally increases with length of residence.

Table 10 shows percent responses in the various

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racial groups in terms of whether the parents own or rent their homes. (The number of respondents in this table is not equal to the total in previous tables because all respondents did not answer the question about home ownership vs. renting.) Home ownership is clearly a significant factor in parent opinions regarding busing, with a higher percentage of those who rent their homes favoring busing. Overall, home owners favored ability grouping more than did renters.

Table 11 shows the results in terms of number of years of schooling completed by parents. (Grades above 12 indicate some education beyond high school; grade 16 usually means four years of college attendance and/or graduation; 16+ indicates some postgraduate education.) The results cannot be easily summarized due to the marked racial differences in amount of education and in response to the questionnaire items. Among white parents, attitudes toward integration and busing are more favorable at higher levels of education; the same is true among Negro parents; but there is no consistent trend with educational level

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among Orientals' opinions on busing. The non-Negro groups most favorably disposed toward integration and busing were those parents at educational level 16+, representing largely the academic and professional community in Berkeley.

Summary

Questionnaires concerning opinions regarding racial integration, busing, and ability grouping were solicited in Spring 1968, just prior to total desegregation of the Berkeley schools, from 337 Berkeley elementary school teachers (with 71 percent returns) and from the parents of over 8,000 elementary school pupils (with 4,596 parents responding). Analyses of the results indicate that: (1) the vast majority of Berkeley teachers favored integration and busing and held attitudes favorable to the school administration's official policies in this area; (2) older teachers were less favorably disposed toward integration and busing than younger teachers; (3) the majority of parents favored integration but were less unanimous in their approval of busing as a means of achieving integrated schools; (4) more females than males favored busing; (5) there were significant racial differences in opinions on busing, with Negroes most favorable, Orientals least, and whites intermediate; (6) a majority of all racial groups favored ability grouping; (7) favorable attitudes toward busing decreased with number of years residence in Berkeley;

(8) home owners approved of busing less then renters; and (9) favorableness toward integration and busing was positively related to parents' educational level.

These data, collected in late Spring, 1968, provide a baseline of parent opinion prior to the enactment of total integration by means of busing in September, 1968, in terms of which future assessments of parent opinions on the school's busing program can be evaluated.

APPENDICIES

Table 1

Population Characteristics of Berkeley, Oakland, and San Francisco in 1960

Population Characteristics	Berkeley	Oakland	San Francisco
Total persons.....	111,268	367,548	740,416
Race			
White.....	73.8%	73.6%	81.6%
Negro.....	19.6	22.8	10.1
Other races.....	6.6	3.6	8.3
Years of School Completed By Persons 25 and Over			
No school years completed.....	1.1%	2.1%	3.0%
Elementary: 1 to 7 years.....	9.4	16.7	13.7
8 years.....	8.8	14.9	14.3
High school: 1 to 3 years.....	13.2	20.4	18.1
4 years.....	20.5	26.5	27.0
College: 1 to 3 years.....	16.6	11.1	12.9
4 years or more.....	30.4	8.3	11.0
Median years completed.....	12.9	11.4	12.0
Interquartile range.....	6.3+	4.4	4.4
Family Income in 1959			
Under $2,000.....	8.2%	10.2%	7.8%
$2,000 to $3,999.....	14.2	14.6	13.2
$4,000 to $5,999.....	21.3	21.7	20.9
$6,000 to $7,999.....	18.8	20.8	21.0
$8,000 to $9,999.....	12.8	13.0	14.5
$10,000 to $14,999.....	15.3	13.9	15.4
$15,000 or more.....	9.4	5.8	7.2
Median income.....	$6,576	$6,303	$6,717
Interquartile range.....	$5,675	$5,049	$5,224
Occupations of Employed Males			
Professional and tech. works.....	31.7%	11.1%	12.8%
Manager, officials, proprietors..	10.9	12.4	12.2
Clerical and sales.....	17.5	17.6	21.6
Craftsmen and foremen.....	12.5	20.3	17.1
Operatives.....	10.5	18.9	14.4
Service works and laborers.....	16.5	19.7	21.9

Source: 1960 U.S. Census of Population

Table 2

Racial Composition of the Berkeley Unified School District:
1960 to 1967

Race	Year				
	1960	1963	1965	1966	1967
District Wide					
Total enrollment = 100.0%	(15,761)[a]	(15,690)	(15,598)	(15,658)	(15,784)
White[b]	60.3%	54.0%	49.6%	50.3%	50.0%
Negro	32.0	37.3	40.5	40.8	41.3
Other	7.7	8.7	9.9	8.9	8.7
Elementary Level[c]					
Total enrollment = 100.0%	(8,818)	(8,811)	(8,796)	(8,867)	(8,918)
White	58.4%	53.9%	50.6%	51.3%	50.9%
Negro	33.4	37.6	40.2	40.3	40.9
Other	8.2	8.5	9.2	8.4	8.2
Secondary Level[c]					
Total enrollment = 100.0%	(6,929)	(6,879)	(6,802)	(6,791)	(6,866)
White	62.7%	54.2%	48.4%	49.0%	48.8%
Negro	30.3	36.9	41.0	41.4	41.9
Other	7.0	8.9	10.6	9.6	9.3

[a] Includes 14 children on home instruction not shown separately by level.
[b] Includes whites with Spanish surnames
[c] The elementary level includes grades K through 6, the secondary level, grades 7 through 12.

Table 3

Teacher Opinion Questionnaire
Responses as Percent of 248 Replies in Spring, 1968

1. Are there positive aspects in the education of children which you believe will result from school integration in Berkeley?

Yes	No	Not Sure
94.0	0.0	6.0

2. Possible positive aspects of integration might be most markedly manifested in:
   (a) improved scholastic achievement of minority children
   (b) improved scholastic achievement of majority children
   (c) improved pupil behavior (conduct)
   (d) increasing interracial interaction and understanding
   (e) improvement of minority children's self-esteem and self-confidence

a	b	c	d	e
65.7	18.1	40.3	90.3	55.6

3. Are there negative aspects in the education of children which you believe will result from school integration in Berkeley?

Yes	No	Not Sure
30.2	33.5	31.5

4. Possible negative aspects of integration might be most markedly manifested in:
   (a) a decline in the scholastic achievement of majority pupils
   (b) a decline in the scholastic achievement of minority pupils
   (c) a deterioration of pupil behavior (conduct)
   (d) an increase in racial tensions
   (e) frustration of minority children and lowering of their self-confidence

a	b	c	d	e
24.2	2.8	23.4	15.3	19.8

5. If you could take your choice of school settings, which would you select from among the following?
   (a) all children of professional and white collar workers
   (b) mostly children of professional and white collar workers
   (c) children from a general cross section of the community
   (d) mostly children of factory and other blue collar workers
   (e) all children of factory and other blue collar workers
   (f) children of rural families
   (g) I have no preference

a	b	c	d	e	f	g
3.2	5.2	71.0	1.2	1.2	2.0	14.1

Table 3 (continued)

6. What kind of school do you prefer to work in so far as racial composition is concerned?
   (a) an all-white school
   (b) a mostly white school, but with some non-white students
   (c) a school that has about half white and half non-white students
   (d) a mostly non-white school with some white students
   (e) a school with all non-white students
   (f) I have no preference

a	b	c	d	e	f
0.0	12.9	56.0	2.0	1.2	23.0

7. What type of class would you most like to teach or counsel?
   (a) a high-ability group
   (b) an average-ability group
   (c) a low-ability group
   (d) a mixed-ability group
   (e) I have no preference

a	b	c	d	e
21.4	14.5	2.8	49.6	10.1

8. Which of the following policies on busing of elementary school children represents the best educational practices in your opinion?
   (a) children should not be bused to a school other than their neighborhood school
   (b) children should be bused to another school only to relieve overcrowding
   (c) non-white children should be bused to another school to achieve racial balance
   (d) both white and non-white children should be bused into schools with a predominantly different racial composition to achieve racial balance

a	b	c	d
10.9	6.5	4.0	72.2

9. Which of the following policies on neighborhood elementary schools represents the best educational practice?
   (a) neighborhood elementary schools should be maintained regardless of any racial imbalance produced
   (b) neighborhood elementary schools should be maintained, but where possible, a device, such as reducing the grade span of schools, "pairing" schools, or another practice, should be used to promote racial balance
   (c) the idea of neighborhood elementary schools can be abandoned without significant loss

a	b	c
5.6	49.6	35.9

Table 3 (continued)

10. What type of faculty do you believe is best for a public school with an all non-white or predominantly non-white student body?
(a) an all-white faculty
(b) predominantly white faculty
(c) about equal number of white and non-white faculty
(d) predominantly non-white faculty
(e) all non-white faculty
(f) it doesn't matter
(g) selected without regard to race
(g) some degree of integration but ratio doesn't matter

a	b	c	d	e	f	g	h
0.0	1.2	30.2	16.5	0.0	3.2	18.5	26.6

11. What type of faculty do you believe is best for a public school with a racially mixed student body?
(a) an all-white faculty
(b) predominantly white faculty
(c) about equal number of white and non-white faculty
(d) predominantly non-white faculty
(e) all non-white faculty
(f) it doesn't matter
(g) selected without regard to race
(h) some degree of integration but ratio doesn't matter

a	b	c	d	e	f	g	h
0.0	.4	46.8	0.0	0.0	3.2	20.6	26.2

12. What type of faculty do you believe is best for a public school with an all-white or predominantly white student body?
(a) an all-white faculty
(b) predominantly white faculty
(c) about equal number of white and non-white faculty
(d) predominantly non-white faculty
(e) all non-white faculty
(f) it doesn't matter
(g) selected without regard to race
(h) some degree of integration but ratio doesn't matter

a	b	c	d	e	f	g	h
.4	6.5	33.9	.4	.4	3.2	23.8	28.2

Possible results of integration by busing: (Strongly Agree; Agree; Disagree; Strongly Disagree)

13. Minority children will achieve more and improve in ability to learn in school.

SA	A	D	SD
31.9	56.5	7.3	.8

Table 3 (continued)

14. Majority and minority children will learn better to get along with each other and have a healthy attitude toward each other as individuals.

SA	A	D	SD
45.2	46.4	4.8	.4

15. Minority children will become frustrated by pressures to do well and will create tensions in the classroom because of failure to keep up with the majority of their classmates.

SA	A	D	SD
2.0	15.3	58.5	16.5

16. Minority children might create stereotypes due to slowness in school work and different behavior patterns.

SA	A	D	SD
2.4	16.9	56.5	16.9

17. Both majority and minority children will develop an awareness, understanding and respect for differences.

SA	A	D	SD
34.3	59.3	3.2	.4

18. The achievement rate of the fast learners in each class will be slowed down because the teacher will have to devote a larger proportion of time to the slow learner.

SA	A	D	SD
6.5	20.2	44.4	23.4

19. Minority children will develop higher scholastic standards for themselves.

SA	A	D	SD
19.0	66.5	7.7	.8

20. Without ability grouping there will be more children who cannot compete successfully.

SA	A	D	SD
4.8	21.0	46.8	17.3

21. All children will develop a greater understanding of all segments of society.

SA	A	D	SD
31.0	52.0	13.3	.8

Table 3 (continued)

22. There will be an increase in behavior problem, causing more of the teacher's time to be devoted to discipline.

SA	A	D	SD
3.6	35.1	43.5	10.1

23. Minority children will be exposed to more examples of effective ways of functioning in the classroom.

SA	A	D	SD
23.4	66.5	6.0	.8

24. Closed social groups will lead to little mixing.

SA	A	D	SD
4.0	24.6	54.8	8.1

25. If there are any negative aspects of integration to begin with, they will all disappear in the long run.

SA	A	D	SD
14.1	41.1	29.0	3.2

26. Most minority children will compare themselves, especially their background and school performance, with the other children and feel frustration, anger, apathy or defeat, with consequent withdrawn or aggressive behavior.

SA	A	D	SD
1.2	9.7	68.1	14.9

27. All children will be given a more realistic view of America's multiracial society.

SA	A	D	SD
40.7	53.2	4.4	1.6

28. The self-esteem and self-confidence of minority children will be higher in integrated schools.

SA	A	D	SD
16.9	53.2	16.9	1.6

29. Majority pupils will use integration as an excuse to relax their efforts and self-discipline.

SA	A	D	SD
.8	10.1	60.9	22.6

Table 3 (continued)

30. Minority students will be exposed to a more competitive and challenging situation.

SA	A	D	SD
21.8	65.7	7.3	1.2

31. It will take at least several years for the most important effects of integration to become apparent.

SA	A	D	SD
41.5	48.0	7.3	1.6

32. Integrated classrooms lessen the chances of providing Negro models of achievement and mastery.

SA	A	D	SD
.8	6.5	60.5	28.2

33. A major advantage of integrated schools is that it will lessen racial discrimination and increase mutual respect among all groups.

SA	A	D	SD
39.5	52.4	4.0	.4

Table 4

Percent Responses to Teacher Opinion Questionnaire in Various Age Groups (*p<.05, **p<.01)

Question	Under 25 N=31	25-29 N=51	30-39 N=78	40-49 N=57	50-59 N=26	Over 59 N=4
	Age Group of Teachers (Years)					
1. Yes	100.0	94.1	96.2	91.2	88.5	75.0
No	0.0	0.0	0.0	0.0	0.0	0.0
Not Sure	0.0	5.9	3.8	8.8	11.5	25.0
2. (a)	64.5	64.7	75.6	61.4	53.8	25.0
(b)	16.1	21.6	24.4	8.8	19.2	0.0
(c)	38.7	41.2	43.6	38.6	38.5	0.0
(d)	90.3	82.4	93.6	93.0	88.5	100.0
(e)	71.0	47.1	59.0	50.9	61.5	25.0
3.* Yes	16.1	29.4	30.8	31.6	38.5	50.0
No	48.4	35.3	41.0	22.8	15.4	25.0
Not Sure	29.0	33.3	26.9	40.4	26.9	25.0
4.** (a)	9.7	11.8	20.5	31.6	50.0	75.0
(b)	0.0	3.9	3.8	3.5	0.0	0.0
(c)	12.9	19.6	23.1	26.3	30.8	75.0
(d)	22.6	13.7	16.7	10.5	15.4	25.0
(e)	12.9	13.7	19.2	28.1	19.2	25.0
5. (a)	0.0	5.9	3.8	3.5	0.0	0.0
(b)	3.2	3.9	5.1	5.3	7.7	25.0
(c)	71.0	70.6	73.1	66.7	80.8	25.0
(d)	3.2	2.0	0.0	1.8	0.0	0.0
(e)	3.2	0.0	1.3	1.8	0.0	0.0
(f)	6.5	2.0	1.3	1.8	0.0	0.0
(g)	12.9	15.7	11.5	17.5	7.7	50.0

Table 4 (continued)

Question		Under 25	25-29	30-39	40-49	50-59	Over 59
6.**	(a)	0.0	0.0	0.0	0.0	0.0	0.0
	(b)	6.5	2.0	14.1	21.1	23.1	0.0
	(c)	71.0	60.8	55.1	52.6	42.3	50.0
	(d)	3.2	2.0	0.0	1.8	0.0	25.0
	(e)	0.0	2.0	0.0	3.5	0.0	0.0
	(f)	16.1	25.5	25.6	21.1	23.1	25.0
7.*	(a)	16.1	17.6	29.5	22.8	3.8	50.0
	(b)	9.7	5.9	11.5	19.3	34.6	0.0
	(c)	0.0	3.9	2.6	3.5	0.0	25.0
	(d)	61.3	56.9	47.4	45.6	46.2	0.0
	(e)	9.7	13.7	7.7	8.8	11.5	25.0
8.**	(a)	0.0	9.8	10.3	17.5	11.5	25.0
	(b)	0.0	0.0	3.8	8.8	23.1	25.0
	(c)	3.2	2.0	2.6	3.5	15.4	0.0
	(d)	90.3	84.3	79.5	57.9	42.3	50.0
9.	(a)	0.0	5.9	3.8	10.5	3.8	25.0
	(b)	67.7	41.2	46.2	52.6	50.0	25.0
	(c)	29.0	51.0	41.0	24.6	26.9	25.0
10.	(a)	0.0	2.0	0.0	0.0	0.0	0.0
	(b)	0.0	0.0	0.0	5.3	0.0	0.0
	(c)	22.6	29.4	38.5	28.1	15.4	75.0
	(d)	45.2	17.6	14.1	5.3	15.4	0.0
	(e)	0.0	0.0	0.0	0.0	0.0	0.0
	(f)	0.0	5.9	2.6	3.5	3.8	0.0
	(g)	12.9	15.7	16.7	24.6	26.9	0.0
	(h)	19.4	21.6	24.4	31.6	38.5	25.0

Table 4 (continued)

Question		Under 25	25-29	30-39	40-49	50-59	Over 59
11.	(a)	0.0	0.0	0.0	0.0	0.0	0.0
	(b)	0.0	0.0	0.0	1.8	0.0	0.0
	(c)	71.0	52.9	48.7	33.3	30.8	50.0
	(d)	0.0	0.0	0.0	0.0	0.0	0.0
	(e)	0.0	0.0	0.0	0.0	0.0	0.0
	(f)	0.0	3.9	6.4	1.8	0.0	0.0
	(g)	19.4	19.6	15.4	29.8	23.1	0.0
	(h)	9.7	15.7	26.9	31.6	46.2	50.0
12.	(a)	0.0	2.0	0.0	0.0	0.0	0.0
	(b)	9.7	5.9	3.8	10.5	3.8	0.0
	(c)	51.6	33.3	39.7	28.1	11.5	25.0
	(d)	0.0	0.0	0.0	0.0	3.8	0.0
	(e)	0.0	0.0	1.3	0.0	0.0	0.0
	(f)	3.2	5.9	5.1	0.0	0.0	0.0
	(g)	19.4	21.6	17.9	31.6	30.8	50.0
	(h)	16.1	23.5	28.2	28.1	50.0	25.0
13.	SA[1]	45.2	37.3	35.9	22.8	19.2	0.0
	A	45.2	54.9	57.7	57.9	61.5	75.0
	D	6.5	2.0	2.6	15.8	11.5	25.0
	SD	3.2	0.0	1.3	0.0	0.0	0.0
14.	SA	71.0	56.9	39.7	43.9	19.2	0.0
	A	29.0	33.3	55.1	47.4	57.7	75.0
	D	0.0	5.9	5.1	5.3	3.8	25.0
	SD	0.0	0.0	0.0	1.8	0.0	0.0

[1] SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Table 4 (continued)

Question		Under 25	25-29	30-39	40-49	50-59	Over 59
15.	SA	3.2	0.0	3.8	1.8	0.0	0.0
	A	6.5	17.6	15.4	17.5	11.5	25.0
	D	61.3	52.9	56.4	61.4	73.1	25.0
	SD	19.4	21.6	21.8	8.8	3.8	25.0
16.	SA	3.2	0.0	3.8	3.5	0.0	0.0
	A	12.9	11.8	20.5	17.5	15.4	25.0
	D	61.3	58.8	51.3	56.1	65.4	50.0
	SD	22.6	23.5	19.2	12.3	3.8	0.0
17.**	SA	64.5	43.1	29.5	28.1	15.4	0.0
	A	32.3	54.9	64.1	63.2	76.9	50.0
	D	0.0	2.0	3.8	3.5	0.0	50.0
	SD	0.0	0.0	1.3	0.0	0.0	0.0
18.	SA	3.2	7.8	6.4	5.3	7.7	25.0
	A	16.1	15.7	19.2	24.6	19.2	50.0
	D	45.2	49.0	46.2	38.6	46.2	25.0
	SD	32.3	23.5	28.2	21.1	7.7	0.0
19.	SA	29.0	23.5	23.1	12.3	3.8	0.0
	A	58.1	27.6	61.5	68.4	76.9	75.0
	D	6.5	3.9	9.0	12.3	0.0	25.0
	SD	0.0	0.0	2.6	0.0	0.0	0.0
20.	SA	3.2	5.9	5.1	3.5	7.7	0.0
	A	22.6	17.6	17.9	24.6	19.2	50.0
	D	48.4	45.1	48.7	45.6	50.0	25.0
	SD	22.6	23.5	20.5	12.3	3.8	0.0

Table 4 (continued)

Question		Under 25	25-29	30-39	40-49	50-59	Over 59
21.**	SA	54.8	31.4	33.3	24.6	15.4	0.0
	A	35.5	52.9	51.3	56.1	65.4	50.0
	D	9.7	9.8	12.8	15.8	15.4	25.0
	SD	0.0	0.0	0.0	1.8	0.0	25.0
22.	SA	0.0	2.0	5.1	1.8	11.5	0.0
	A	22.6	37.3	32.1	43.9	30.8	50.0
	D	54.8	43.1	43.6	40.4	42.3	25.0
	SD	16.1	13.7	12.8	3.5	3.8	0.0
23.	SA	25.8	25.5	33.3	14.0	11.5	0.0
	A	58.1	62.7	56.4	78.9	80.8	100.0
	D	9.7	5.9	5.1	5.3	7.7	0.0
	SD	3.2	0.0	1.3	0.0	0.0	0.0
24.	SA	0.0	3.9	5.1	5.3	3.8	0.0
	A	12.9	21.6	24.4	28.1	26.9	100.0
	D	67.7	54.9	52.6	54.4	53.8	0.0
	SD	16.1	9.8	7.7	7.0	0.0	0.0
25.	SA	29.0	15.7	14.1	12.3	0.0	0.0
	A	45.2	45.1	42.3	31.6	50.0	0.0
	D	16.1	21.6	30.8	40.4	26.9	50.0
	SD	3.2	2.0	1.3	7.0	3.8	0.0
26.	SA	0.0	2.0	1.3	1.8	0.0	0.0
	A	9.7	5.9	9.0	14.0	3.8	25.0
	D	64.5	62.7	70.5	66.7	84.6	50.0
	SD	19.4	23.5	15.4	10.5	3.8	0.0

Table 4 (continued)

Question		Under 25	25-29	30-39	40-49	50-59	Over 59
27.	SA	67.7	41.2	37.2	38.6	26.9	25.0
	A	22.6	52.9	57.7	57.9	65.4	50.0
	D	9.7	3.9	2.6	3.5	3.8	25.0
	SD	0.0	0.0	0.0	0.0	0.0	0.0
28.	SA	19.4	17.6	20.5	14.0	7.7	25.0
	A	58.1	47.1	57.7	49.1	57.7	25.0
	D	12.9	23.5	15.4	14.0	15.4	50.0
	SD	6.5	2.0	1.3	0.0	0.0	0.0
29.	SA	0.0	0.0	2.6	0.0	0.0	0.0
	A	3.2	5.9	9.0	15.8	15.4	25.0
	D	64.5	60.8	59.0	56.1	69.2	75.0
	SD	32.3	27.5	25.6	19.3	3.8	0.0
30.	SA	25.8	23.5	21.8	22.8	15.4	0.0
	A	51.6	60.8	70.5	63.2	76.9	100.0
	D	12.9	11.8	2.6	7.0	7.7	0.0
	SD	3.2	0.0	2.6	0.0	0.0	0.0
31.	SA	45.2	37.3	42.3	50.9	19.2	50.0
	A	41.9	51.0	48.7	38.6	69.2	50.0
	D	9.7	7.8	7.7	7.0	3.8	0.0
	SD	3.2	3.9	0.0	1.8	0.0	0.0
32.	SA	0.0	0.0	1.3	1.8	0.0	0.0
	A	3.2	5.9	9.0	7.0	3.8	0.0
	D	64.5	54.9	59.0	54.4	76.9	100.0
	SD	32.3	35.3	29.5	28.1	11.5	0.0

Table 4 (continued)

Question		Under 25	25-29	30-39	40-49	50-59	Over 59
33.	SA	54.8	47.1	38.5	35.1	26.9	0.0
	A	41.9	52.9	53.8	49.1	57.7	100.0
	D	0.0	0.0	5.1	7.0	7.7	0.0
	SD	0.0	0.0	1.3	0.0	0.0	0.0

Table 5

Percent Responses to Teacher Opinion Questionnaire by Sex and Race (*p<.05, **p<.01)[1]

	Sex		Race			
Question	Male N=33	Female N=214	Caucasian N=194	Negro N=30	Oriental N=16	Other N=8
1. Yes	97.0	93.9(**)	93.8	96.7	93.7	87.5
No	0.0	0.0	0.0	0.0	0.0	0.0
Not Sure	3.0	6.1	6.2	3.3	6.3	12.5
2. (a)	66.7	65.9	68.0	60.0	56.2	50.0
(b)	27.3	16.8	14.4	43.3	6.3	37.5**
(c)	51.5	38.8	42.3	26.7	37.5	50.0
(d)	87.9	90.7	90.7	86.7	100.0	75.0*
(e)	51.5	56.5	58.2	43.3	43.7	62.5
3. Yes	39.4	28.5	32.0	13.3	25.0	62.5(*)
No	30.3	34.1	34.5	46.7	6.3	12.5
Not Sure	30.3	31.8	28.9	30.0	68.7	25.0
4. (a)	24.2	23.8	26.8	0.0	37.5	25.0
(b)	12.1	1.4	2.1	3.3	12.5	0.0
(c)	24.2	23.4	26.3	3.3	18.7	37.5
(d)	18.2	15.0	13.9	16.7	31.2	12.5
(e)	21.2	19.6	20.1	20.0	18.7	12.5**

[1]When asterisk is in parentheses, the significance is based on a chi square test of all response alternatives vs. the independent variable (sex or race). Asterisks not in parentheses indicate significance level of items to which they are juxtaposed.

Table 5 (continued)

Question		Sex		Race			
		Male	Female	Caucasian	Negro	Oriental	Other
5.	(a)	6.1	2.8(**)	3.1	3.3	0.0	12.5
	(b)	6.1	5.1	5.7	6.7	0.0	0.0
	(c)	60.6	72.9	73.2	66.7	50.0	75.0
	(d)	0.0	1.4	1.0	3.3	0.0	0.0
	(e)	3.0	0.9	1.0	0.0	6.3	0.0
	(f)	3.0	1.4	2.6	0.0	0.0	0.0
	(g)	21.2	13.1	11.3	20.0	37.5	12.5
6.	(a)	0.0	0.0	0.0	0.0	0.0	0.0
	(b)	9.1	13.6	14.4	3.3	12.5	12.5
	(c)	42.4	57.9	57.7	53.3	56.2	25.0
	(d)	0.0	2.3	1.5	3.3	0.0	12.5
	(e)	0.0	1.4	1.0	3.3	0.0	0.0
	(f)	45.5	19.6	22.2	26.7	25.0	25.0
7.	(a)	27.3	20.6	25.8	3.3	6.3	12.5
	(b)	12.1	14.5	13.9	16.7	12.5	25.0
	(c)	6.1	2.3	3.1	0.0	6.3	0.0
	(d)	42.4	50.9	46.9	60.0	56.2	62.5
	(e)	12.1	9.8	9.3	13.3	18.7	0.0
8.	(a)	6.1	11.2	13.4	0.0	0.0	12.5(*)
	(b)	6.1	6.5	5.7	3.3	12.5	25.0
	(c)	0.0	4.7	4.1	3.3	0.0	12.5
	(d)	72.7	72.4	70.1	90.0	75.0	50.0
9.	(a)	9.1	4.7(**)	6.7	0.0	0.0	12.5
	(b)	36.4	51.9	46.9	50.0	75.0	62.5
	(c)	54.5	33.2	38.7	36.7	12.5	12.5

Table 5 (continued)

Question		Sex		Race			
		Male	Female	Caucasian	Negro	Oriental	Other
10.	(a)	0.0	0.5	0.5	0.0	0.0	0.0
	(b)	0.0	1.4	1.5	0.0	0.0	0.0
	(c)	30.3	30.4	29.9	40.0	18.7	25.0
	(d)	15.2	16.8	17.5	23.3	0.0	0.0
	(e)	0.0	0.0	0.0	0.0	0.0	0.0
	(f)	0.0	3.3	2.6	6.7	6.3	0.0
	(g)	33.3	16.4	19.6	6.7	31.2	12.5
	(h)	15.2	28.5	25.8	20.0	43.7	37.5
11.	(a)	0.0	0.0	0.0	0.0	0.0	0.0
	(b)	0.0	0.5	0.5	0.0	0.0	0.0
	(c)	45.5	47.2	46.9	63.3	25.0	25.0
	(d)	0.0	0.0	0.0	0.0	0.0	0.0
	(e)	0.0	0.0	0.0	0.0	0.0	0.0
	(f)	6.1	2.3	2.6	3.3	12.5	0.0
	(g)	27.3	19.6	22.7	6.7	25.0	12.5
	(h)	15.2	28.0	25.3	23.3	37.5	37.5
12.	(a)	0.0	0.5	0.5	0.0	0.0	0.0
	(b)	9.1	6.1	6.2	10.0	6.3	0.0
	(c)	30.3	34.6	35.1	36.7	18.7	25.0
	(d)	0.0	0.5	0.0	3.3	0.0	0.0
	(e)	0.0	0.5	0.0	3.3	0.0	0.0
	(f)	3.0	2.8	3.6	0.0	6.3	0.0
	(g)	33.3	22.4	25.3	16.7	25.0	12.5
	(h)	18.2	29.9	26.8	26.7	43.7	37.5

Table 5 (continued)

Question		Sex		Race			
		Male	Female	Caucasian	Negro	Oriental	Other
13.	SA[2]	33.3	31.8(**)	36.6	20.0	0.0	25.0
	A	54.5	57.0	53.1	60.0	93.7	50.0
	D	3.0	7.9	6.7	10.1	6.3	12.5
	SD	0.0	0.5	0.5	3.3	0.0	0.0
14.	SA	48.5	44.9(**)	43.8	53.3	50.0	37.5
	A	42.4	47.2	47.4	46.7	37.5	37.5
	D	9.1	3.7	5.2	0.0	6.3	12.5
	SD	0.0	0.5	0.5	0.0	0.0	0.0
15.	SA	0.0	1.9(**)	2.6	0.0	0.0	0.0(*)
	A	27.3	13.6	14.9	0.0	31.2	50.0
	D	42.4	61.2	59.8	53.3	62.5	37.5
	SD	15.2	16.8	14.4	40.0	6.3	0.0
16.	SA	0.0	2.3(**)	3.1	0.0	0.0	0.0
	A	18.2	16.8	18.0	3.3	31.2	12.5
	D	51.5	57.5	55.2	63.3	62.5	50.0
	SD	18.2	16.8	16.0	30.0	6.3	12.5
17.	SA	33.3	34.1	36.6	36.7	6.3	25.0
	A	57.6	59.8	57.2	63.3	81.2	50.0
	D	9.1	2.3	2.6	0.0	6.3	25.0
	SD	0.0	0.5	0.5	0.0	0.0	0.0

[2]SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Table 5 (continued)

Question		Sex		Race			
		Male	Female	Caucasian	Negro	Oriental	Other
18.	SA	12.1	5.1(*)	7.7	0.0	0.0	12.5
	A	27.3	19.2	19.6	13.3	37.5	25.0
	D	33.3	46.3	44.3	43.3	50.0	37.5
	SD	21.2	23.8	22.2	43.3	6.3	12.5
19.	SA	27.3	17.8(**)	21.6	13.3	0.0	12.5
	A	60.6	67.8	64.4	70.0	87.5	62.5
	D	9.1	7.5	7.2	10.1	6.3	12.5
	SD	0.0	0.5	1.0	0.0	0.0	0.0
20.	SA	6.1	4.2(**)	6.2	0.0	0.0	0.0
	A	30.3	19.6	20.1	6.7	37.5	62.5
	D	45.5	47.2	44.8	56.7	62.5	25.0
	SD	12.1	18.2	17.5	26.7	0.0	12.5
21.	SA	42.4	29.4	33.0	26.7	25.0	12.5
	A	36.4	54.7	52.1	53.3	50.0	50.0
	D	21.2	11.7	11.9	13.3	25.0	25.0
	SD	0.0	0.9	1.0	0.0	0.0	0.0
22.	SA	6.1	3.3	4.1	0.0	0.0	12.5 (**)
	A	36.4	34.6	36.6	13.3	37.5	75.0
	D	33.3	45.3	43.3	46.7	62.5	0.0
	SD	21.2	8.4	7.7	33.3	0.0	0.0
23.	SA	33.3	22.0	27.3	6.7	12.5	12.5(*)
	A	60.6	67.3	65.5	63.3	81.2	75.0
	D	6.1	6.1	4.1	16.7	6.3	12.5
	SD	0.0	0.9	0.0	6.7	0.0	0.0

Table 5 (continued)

Question		Sex		Race			
		Male	Female	Caucasian	Negro	Oriental	Other
24.	SA	9.1	3.3	4.1	3.3	6.3	0.0
	A	30.3	23.4	23.2	33.3	37.5	0.0
	D	42.4	57.0	54.6	50.0	50.0	87.5
	SD	9.1	7.9	9.3	6.7	0.0	0.0
25.	SA	24.2	12.6	17.0	3.3	6.3	0.0(*)
	A	30.3	43.0	38.7	60.0	31.2	50.0
	D	33.3	28.0	28.4	23.3	56.2	12.5
	SD	3.0	3.3	3.6	0.0	0.0	12.5
26.	SA	0.0	1.4	1.0	0.0	6.3	0.0
	A	6.1	9.8	10.3	10.0	0.0	12.5
	D	81.8	66.4	69.1	50.0	93.7	62.5
	SD	12.1	15.4	12.9	36.7	0.0	12.5
27.	SA	45.5	40.2	44.8	33.3	12.5	25.0(**)
	A	45.5	54.2	52.1	53.3	68.7	50.0
	D	9.1	3.7	2.1	10.0	18.7	12.5
	SD	0.0	0.0	0.0	0.0	0.0	0.0
28.	SA	21.2	16.4	18.0	13.3	12.5	12.5
	A	60.6	52.3	53.1	50.0	56.2	62.5
	D	15.2	16.8	17.0	13.3	25.0	12.5
	SD	0.0	1.9	0.5	10.0	0.0	0.0
29.	SA	3.0	0.5	0.5	0.0	0.0	12.5(**)
	A	9.1	9.8	12.4	0.0	6.3	0.0
	D	57.6	61.7	58.2	63.3	87.5	62.5
	SD	24.2	22.4	23.2	30.0	0.0	25.0

Table 5 (continued)

Question		Sex		Race			
		Male	Female	Caucasian	Negro	Oriental	Other
30.	SA	30.3	20.1	25.3	6.7	6.3	25.0(**)
	A	66.7	65.9	64.4	63.3	87.5	62.5
	D	0.0	8.4	5.2	26.7	0.0	0.0
	SD	3.0	0.9	0.5	3.3	0.0	12.5
31.	SA	39.4	41.6	45.9	13.3	37.5	50.0(**)
	A	45.5	48.6	46.4	63.3	50.0	25.0
	D	9.1	7.0	5.7	16.7	6.3	12.5
	SD	3.0	1.4	1.0	6.7	0.0	0.0
32.	SA	0.0	0.9(*)	1.0	0.0	0.0	0.0
	A	9.1	5.6	5.7	3.3	25.0	0.0
	D	60.6	60.7	58.2	73.3	56.2	75.0
	SD	24.2	29.0	30.9	20.0	18.7	12.5
33.	SA	45.5	38.8(**)	41.8	33.3	31.2	25.0
	A	48.5	53.3	50.5	63.3	62.5	37.5
	D	6.1	3.3	4.1	0.0	6.3	12.5
	SD	0.0	0.5	0.0	3.3	0.0	0.0

Table 6

Parent Opinion Questionnaire
Percent by Sex of Parent

Question		Males N=1024	Females N=3534	Sex Not Stated N=38
1. (**) Are you in favor of racial integration of the Berkeley schools?	Yes	80.3	86.5	50.0
	No	10.7	6.1	7.9
	Not Sure	9.0	7.4	42.1
2. (**) Are you in favor of busing children as a way of integrating the schools?	Yes	48.2	56.3	44.7
	No	39.0	28.2	18.4
	Not Sure	12.8	15.6	36.8
3. (**) Would you be in favor of school integration if it did not depend on busing?	Yes	80.2	82.4	44.7
	No	10.2	6.5	7.3
	Not Sure	9.7	11.1	44.7
4. (**) Do you believe that integration by busing will have a good influence on your children's education?	Yes	34.2	44.3	31.6
	No	37.6	24.3	15.8
	Not Sure	28.2	31.5	52.6
5. (**) Do you believe that integration by busing will have any harmful effects?	Yes	35.2	21.2	13.2
	No	32.5	41.6	34.2
	Not Sure	32.3	37.2	52.6
6. (**) All together, do you believe the good effects of busing will outweigh the harmful effects?	Yes	42.8	53.9	36.8
	No	30.1	16.7	15.8
	Not Sure	27.1	29.3	47.4
7. (**) Do you believe children should be placed in different groups or classes in school according to how fast or slow they learn their lessons?	Yes	66.0	62.3	31.6
	No	20.8	21.2	18.4
	Not Sure	13.2	16.5	50.0

**$p < .01$

Table 7

Parent Opinion Questionnaire
Percent of Replies by Race of Parent

Question		Caucasian N=2529	Negro N=1489	Oriental N=430	Other N=148
1. (**) Are you in favor of racial integration of the Berkeley schools?	Yes	85.2	91.5	63.0	75.0
	No	7.6	3.3	18.4	6.8
	Not Sure	7.3	5.2	18.6	18.2
2. (**) Are you in favor of busing children as a way of integrating the schools?	Yes	48.8	70.4	35.1	44.6
	No	35.4	15.6	52.1	33.1
	Not Sure	15.8	14.0	12.8	22.3
3. (**) Would you be in favor of school integration if it did not depend on busing?	Yes	85.2	82.0	64.4	66.9
	No	5.7	6.7	17.7	11.5
	Not Sure	9.1	11.3	17.9	21.6
4. (**) Do you believe that integration by busing will have a good influence on your children's education?	Yes	35.2	59.3	24.9	32.4
	No	32.8	12.8	42.3	31.1
	Not Sure	32.1	27.9	32.8	36.5
5. (**) Do you believe that integration by busing will have a harmful effect?	Yes	31.9	9.3	31.2	24.3
	No	27.9	62.6	27.2	40.5
	Not Sure	40.2	28.1	41.6	35.1
6. (**) All together, do you believe the good effects of busing will outweigh the harmful effects?	Yes	48.5	63.8	29.3	37.2
	No	24.8	8.2	28.8	21.6
	Not Sure	26.7	28.0	41.9	41.2
7. (**) Do you believe children should be placed in different groups or classes in school according to how fast or slow they learn their lessons?	Yes	61.2	61.7	77.2	62.2
	No	19.7	25.5	14.0	21.6
	Not Sure	19.1	12.9	8.8	16.2

**$p < .01$

Table 8

Parent Opinion Questionnaire
Percent Responding by Sex and Race

Question	Caucasian Male N=589	Caucasian Female N=1931	Negro Male N=225	Negro Female N=1253	Oriental Male N=167	Oriental Female N=261	Other Male N=43	Other Female N=89
1. Yes	81.0	86.4(**)	95.1	91.1(*)	53.9	69.0(*)	95.3	76.4(**)
No	11.4	6.4	1.3	3.6	23.4	14.9	2.3	10.1
Not Sure	7.6	7.2	3.6	5.3	22.8	16.1	2.3	13.5
2. Yes	42.6	50.5(**)	72.9	69.9	33.5	36.0	53.5	47.2(**)
No	43.6	33.0	17.3	15.2	52.1	52.1	37.2	34.8
Not Sure	13.8	16.5	9.8	14.8	14.4	11.9	9.3	18.0
3. Yes	83.2	85.8(*)	88.0	81.1(*)	59.3	67.8	79.1	71.9(**)
No	8.5	4.8	3.6	7.2	24.0	13.4	14.0	12.4
Not Sure	8.3	9.4	8.4	11.7	16.8	18.8	7.0	15.7
4. Yes	28.7	37.2(**)	56.9	59.6	21.0	27.2	41.9	31.5(**)
No	44.3	29.3	16.4	12.2	41.9	42.5	39.5	31.5
Not Sure	27.0	33.5	26.7	28.2	37.1	30.3	18.6	37.1
5. Yes	45.7	27.7(**)	9.3	9.4	34.1	29.1	30.2	24.7(**)
No	22.1	29.7	65.8	61.9	20.4	31.4	48.8	42.7
Not Sure	32.3	42.7	24.9	28.7	45.5	39.5	20.9	32.6
6. Yes	39.6	51.2(**)	63.1	63.9	26.3	31.0	44.2	39.3(**)
No	36.3	21.3	11.1	7.7	34.1	25.3	27.9	20.2
Not Sure	24.1	27.5	25.8	28.4	39.5	43.7	27.9	40.4
7. Yes	66.2	59.8(*)	58.2	62.3	76.6	77.8	62.8	70.8(**)
No	18.5	20.0	27.6	25.0	15.6	12.6	37.2	18.0
Not Sure	15.3	20.1	14.2	12.7	7.8	9.6	0.0	11.2

*$p < .05$ **$p < .01$

Table 9

Parent Opinion Questionnaire by Race, Sex, and Length of Residence in Berkeley

Residence: Less Than One Year	Caucasian		Negro		Oriental		Others		Total	
Question	Males N=62	Females N=182	Males N=22	Females N=102	Males N=15	Females N=10	Males N=6	Females N=6	Males N=105	Females N=300
1. Yes	82.3	91.2	100.0	90.2	53.3	70.0	100.0	83.3	82.9	90.0
No	9.7	2.7	0.0	2.0	13.3	10.0	0.0	16.7	7.6	3.0
Not Sure	8.1	6.0	0.0	7.8	33.3	20.0	0.0	0.0	9.5	7.0
2. Yes	56.5	64.3	86.4	75.5	73.3	40.0	83.3	50.0	66.7	67.0
No	24.2	20.9	13.6	14.7	13.3	40.0	16.7	50.0	20.0	20.0
Not Sure	19.4	14.8	0.0	9.8	13.3	20.0	0.0	0.0	13.3	13.0
3. Yes	90.3	85.2	81.8	82.4	40.0	80.0	50.0	66.7	79.0	83.7(**)
No	4.8	1.6	9.1	7.8	33.3	0.0	33.3	16.7	11.4	4.0
Not Sure	4.8	13.2	9.1	9.8	26.7	20.0	16.7	16.7	9.5	12.3
4. Yes	43.5	50.0	50.0	56.9	33.3	10.0	66.7	16.7	44.8	50.3
No	32.3	19.2	9.1	8.8	20.0	30.0	16.7	16.7	24.8	16.0
Not Sure	24.2	30.8	40.0	34.3	46.7	60.0	16.7	66.7	30.5	33.7
5. Yes	29.0	23.1	4.5	9.8	20.0	20.0	0.0	16.7	21.0	18.3
No	29.0	32.4	50.0	66.7	26.7	40.0	83.3	33.3	36.2	44.3
Not Sure	41.9	44.5	45.5	23.5	53.3	40.0	16.7	50.0	42.9	37.3
6. Yes	64.5	63.2	63.6	60.8	53.3	40.0	50.0	50.0	61.9	61.3
No	12.9	15.4	9.1	9.8	13.3	10.0	0.0	0.0	11.4	13.0
Not Sure	22.6	21.4	27.3	29.4	33.3	50.0	50.0	50.0	26.7	25.7
7. Yes	53.2	57.1	54.5	69.6	40.0	50.0	50.0	50.0	51.4	61.0
No	21.0	19.2	27.3	19.6	40.0	10.0	50.0	50.0	26.7	19.7
Not Sure	25.8	23.6	18.2	10.8	20.0	40.0	0.0	0.0	21.9	19.3

*$p < .05$ **$p < .01$

Table 9 (continued)

Residence: 1-5 Years	Caucasian		Negro		Oriental		Others		Total	
Question	Males N=177	Females N=533	Males N=68	Females N=382	Males N=32	Females N=52	Males N=14	Females N=25	Males N=291	Females N=992
1. Yes	81.4	89.1(**)	94.1	89.8	34.4	73.1(**)	100.0	72.0	80.1	88.1(**)
No	11.3	5.4	0.0	4.2	28.1	15.4	0.0	16.0	10.0	5.7
Not Sure	7.3	5.4	5.9	6.0	37.5	11.5	0.0	12.0	10.0	6.1
2. Yes	45.8	53.7(*)	76.5	62.6	37.5	46.2	64.3	48.0	52.9	56.6(**)
No	41.8	28.3	17.6	19.1	40.6	42.3	28.6	32.0	35.4	25.6
Not Sure	12.4	18.0	5.9	18.3	21.9	11.5	7.1	20.0	11.7	17.8
3. Yes	82.5	86.3(**)	86.8	78.5	31.2	63.5(*)	85.7	68.0(*)	78.0	81.7(*)
No	9.6	5.8	4.4	8.1	40.6	17.3	14.3	20.0	12.0	7.7
Not Sure	7.9	7.9	8.8	13.4	28.1	19.2	0.0	12.0	10.0	10.7
4. Yes	27.7	41.8(**)	52.9	53.9	25.0	32.7	50.0	40.0	34.4	46.0(**)
No	40.1	24.0	22.1	12.6	40.6	28.8	21.4	28.0	35.1	20.0
Not Sure	32.2	34.1	25.0	33.5	34.4	38.5	28.6	32.0	30.6	34.1
5. Yes	40.1	23.3(**)	7.4	7.3	43.7	25.0(**)	28.6	24.0	32.3	17.2(**)
No	23.2	33.2	64.7	60.7	6.3	38.5	42.9	52.0	32.0	44.6
Not Sure	36.7	43.5	27.9	31.9	50.0	36.5	28.6	24.0	35.7	38.2
6. Yes	40.7	55.0(**)	52.9	58.4	31.2	32.7	57.1	40.0	43.3	54.7(**)
No	35.6	16.3	8.8	7.9	25.0	23.1	21.4	20.0	27.5	13.5
Not Sure	23.7	28.7	38.2	33.8	43.7	44.2	21.4	40.0	29.2	31.8
7. Yes	62.1	59.3	69.1	69.1	81.2	80.8	71.4	64.0	66.3	64.3
No	18.6	22.1	19.1	18.8	18.7	13.5	28.6	16.0	19.2	20.3
Not Sure	19.2	18.6	11.8	12.0	0.0	5.8	0.0	20.0	14.4	15.4

Table 9 (continued)

Residence: 6-10 Years Question	Caucasian		Negro		Oriental		Others		Total	
	Males N=110	Females N=437	Males N=42	Females N=253	Males N=35	Females N=47	Males N=10	Females N=15	Males N=197	Females N=752
1. Yes	87.3	87.0	92.9	92.1	51.4	63.8	90.0	73.3	82.2	87.0
No	6.4	5.0	2.4	3.2	25.7	21.3	0.0	6.7	8.6	5.5
Not Sure	6.4	8.0	4.8	4.7	22.9	14.9	10.0	20.0	9.1	7.6
2. Yes	48.2	54.7	61.9	70.8	34.3	46.8	60.0	46.7	49.2	59.4(*)
No	39.1	29.7	28.6	14.6	42.9	42.6	30.0	46.7	37.1	25.8
Not Sure	12.7	15.6	9.5	14.6	22.9	10.6	10.0	6.7	13.7	14.8
3. Yes	83.6	86.3	85.7	81.0	57.1	61.7	90.0	80.0	79.7	82.2
No	7.3	3.2	2.4	7.9	20.0	23.4	10.0	13.3	8.6	6.3
Not Sure	9.1	10.5	11.9	11.1	22.9	14.9	0.0	6.7	11.7	10.9
4. Yes	30.0	41.2	40.5	61.7	22.9	34.0	50.0	33.3	32.0	47.5(**)
No	40.0	28.1	23.8	15.4	34.3	46.8	50.0	53.3	36.0	25.5
Not Sure	30.0	30.7	35.7	22.9	42.9	19.1	0.0	13.3	32.0	27.0
5. Yes	50.0	28.8(**)	9.5	13.4	17.1	34.0	20.0	33.3	34.0	24.1(*)
No	23.6	30.2	69.0	57.7	40.0	46.8	70.0	40.0	38.6	40.7
Not Sure	26.4	41.0	21.4	28.9	42.9	19.1	10.0	26.7	27.4	35.2
6. Yes	40.0	54.9(*)	66.7	65.2	25.7	44.7	50.0	46.7	43.7	57.6(**)
No	29.1	19.9	11.9	7.9	34.3	25.5	40.0	26.7	26.9	26.1
Not Sure	30.9	25.2	21.4	26.9	40.0	29.8	10.0	26.7	29.4	26.1
7. Yes	69.1	56.3(*)	45.2	57.3	65.7	63.8	40.0	86.7	61.9	57.7
No	19.1	21.1	33.3	27.3	22.9	21.3	60.0	13.3	24.9	23.0
Not Sure	11.8	22.7	21.4	15.4	11.4	14.9	0.0	0.0	13.2	19.3

Table 9 (continued)

Residence: Over 10 Years	Caucasian		Negro		Oriental		Others		Total	
Question	Males N=239	Females N=771	Males N=93	Females N=501	Males N=84	Females N=151	Males N=13	Females N=43	Males N=429	Females N=1466
1. Yes	77.4	83.5	95.7	91.6	63.1	69.5	92.3	79.1	79.0	84.7 (*)
No	14.2	8.6	2.2	3.8	21.4	13.2	7.7	7.0	12.8	7.4
Not Sure	8.4	7.9	2.2	4.6	15.5	17.2	0.0	14.0	8.2	7.9
2. Yes	33.9	42.8(**)	72.0	74.1	25.0	29.1	23.1	46.5	40.1	52.2(**)
No	52.3	41.0	12.9	12.8	66.7	58.9	61.5	30.2	46.9	32.9
Not Sure	13.8	16.2	15.1	13.2	8.3	11.9	15.4	23.3	13.1	14.9
3. Yes	82.0	85.5	91.4	82.2	73.8	70.9	76.9	72.1	82.3	82.5
No	9.2	5.7	2.2	6.2	17.9	9.9	7.7	7.0	9.3	6.3
Not Sure	8.8	8.8	6.5	11.6	8.3	19.2	15.4	20.9	8.4	11.2
4. Yes	24.7	28.9(**)	68.8	63.5	16.7	24.5	15.4	27.9	32.4	40.2(**)
No	52.7	36.1	10.8	11.0	48.8	46.4	61.5	27.9	43.1	28.3
Not Sure	22.6	35.0	20.4	25.5	34.5	29.1	23.1	44.2	24.5	31.4
5. Yes	52.3	31.3(**)	11.8	9.2	39.3	29.8	53.8	23.3	41.0	23.3(**)
No	18.4	26.3	68.8	64.3	16.7	23.2	23.1	39.5	29.1	39.4
Not Sure	29.3	42.4	19.4	26.5	44.0	47.0	23.1	37.2	29.8	37.3
6. Yes	31.8	43.8(**)	68.8	68.1	20.2	25.8	23.1	34.9	37.3	50.0(**)
No	46.4	27.0	12.9	7.2	40.5	27.2	38.5	20.9	37.8	20.
Not Sure	21.8	29.2	18.3	24.8	39.3	47.0	38.5	44.2	24.9	29.9
7. Yes	71.5	62.9(*)	57.0	57.7	85.7	82.8	76.9	72.1	71.3	63.4(**)
No	17.6	18.3	31.2	29.9	7.1	9.9	23.1	16.3	18.6	21.4
Not Sure	10.9	18.8	11.8	12.4	7.1	7.3	0.0	11.6	10.0	15.2

Table 10

Parent Opinion Questionnaire
Percent Responses by Race, Sex, and Home Ownership

Owns Home	Caucasian		Negro		Oriental		Others		Total	
Question	Males N=407	Females N=1215	Males N=109	Females N=404	Males N=123	Females N=187	Males N=14	Females N=39	Males N=653	Females N=1845
1. Yes	80.6	85.7	95.4	94.1	56.9	68.4	92.9	79.5	78.9	85.6
No	11.8	7.4	1.8	3.0	26.0	15.5	0.0	5.1	12.6	7.2
Not Sure	7.6	6.9	2.8	3.0	17.1	16.0	7.1	15.4	8.6	7.2
2. Yes	38.1	49.5(**)	73.4	75.0	29.3	34.2	42.9	53.9	42.4	53.6(**)
No	48.4	35.1	14.7	13.6	57.7	54.0	57.1	25.6	44.7	32.1
Not Sure	13.5	15.5	11.9	11.4	13.0	11.8	0.0	20.5	12.9	14.3
3. Yes	83.3	86.4	87.2	86.6	66.7	69.5	85.7	89.7(*)	80.9	84.8(**)
No	8.4	4.9	2.8	4.7	21.1	12.3	7.1	2.6	9.8	5.6
Not Sure	8.4	8.6	10.1	8.7	12.2	18.2	7.1	7.7	9.3	9.6
4. Yes	24.6	36.2(**)	64.2	65.3	17.9	25.7	35.7	38.5	30.2	41.6(**)
No	49.4	32.2	13.8	12.4	44.7	44.9	50.0	23.1	42.6	28.9
Not Sure	26.0	31.6	22.0	22.3	37.4	29.4	14.3	38.5	27.3	29.5
5. Yes	50.1	30.7(**)	11.0	9.2	35.8	32.6	50.0	15.4	40.9	25.9(**)
No	20.9	29.8	70.6	67.3	21.1	26.2	35.7	53.8	29.6	38.2
Not Sure	29.0	39.5	18.3	23.5	43.1	41.2	14.3	30.8	29.6	36.0
6. Yes	35.1	50.0(**)	66.1	72.5	24.4	28.9	42.9	56.4	38.4	53.0(**)
No	41.3	24.6	12.8	6.9	35.0	25.7	42.9	10.3	35.4	20.5
Not Sure	23.6	25.3	21.1	20.5	40.7	45.5	14.3	33.3	26.2	26.5
7. Yes	69.3	59.3(**)	58.7	55.0	81.3	77.5	64.3	74.4(**)	69.7	60.5(**)
No	17.7	19.1	30.3	32.7	12.2	13.9	35.7	17.9	19.1	21.5
Not Sure	13.0	21.6	11.0	12.4	6.5	8.6	0.0	7.7	11.2	18.0

*$p < .05$ **$p < .01$

Table 10 (continued)

Rents Home	Caucasian		Negro		Oriental		Others		Total	
Question	Males N=175	Females N=654	Males N=92	Females N=725	Males N=37	Females N=66	Males N=24	Females N=42	Males N=328	Females N=1487
1. Yes	82.9	88.2(*)	96.7	90.6	37.8	71.2(**)	95.8	76.2	82.6	88.3
No	9.7	4.7	0.0	3.3	16.2	12.1	4.2	11.9	7.3	4.6
Not Sure	7.4	7.0	3.3	6.1	45.9	16.7	0.0	11.9	10.1	7.1
2. Yes	53.7	53.4	76.1	68.0	48.6	39.4	66.7	45.2	60.4	59.7
No	32.0	29.4	17.4	16.7	32.4	48.5	25.0	35.7	27.4	24.2
Not Sure	14.3	17.3	6.5	15.3	18.9	12.1	8.3	19.0	12.2	16.1
3. Yes	82.9	85.3	93.5	79.9(*)	29.7	65.2(**)	79.2	59.5	79.6	81.0
No	9.1	4.3	2.2	7.3	35.1	15.2	16.7	16.7	10.7	6.6
Not Sure	8.0	10.4	4.3	12.8	35.1	19.7	4.2	23.8	9.8	12.4
4. Yes	37.7	39.3	55.4	57.7	32.4	31.8	50.0	28.6	43.0	47.6(*)
No	32.0	24.8	16.3	12.6	32.4	37.9	29.2	33.3	27.4	19.6
Not Sure	30.3	35.9	28.3	29.8	35.1	30.3	20.8	38.1	29.6	32.8
5. Yes	34.9	22.6(**)	6.5	9.9	29.7	21.2	16.7	28.6	25.0	16.5(**)
No	25.7	29.2	67.4	59.7	21.6	45.5	62.5	35.7	39.6	45.0
Not Sure	39.4	48.2	21.6	30.3	48.6	33.3	20.8	35.7	35.4	38.5
6. Yes	50.3	53.4(*)	67.4	60.7	32.4	34.8	45.8	28.6	52.7	55.4(**)
No	24.0	15.4	8.7	8.1	32.4	25.8	25.0	26.2	20.7	12.6
Not Sure	25.7	31.2	23.9	31.2	35.1	39.4	29.2	45.2	26.5	31.9
7. Yes	59.4	60.9	62.0	65.8	56.8	77.3(*)	58.3	66.7	59.8	64.2
No	20.0	22.2	20.7	20.8	29.7	10.6	41.7	16.7	22.9	20.8
Not Sure	20.6	17.0	17.4	13.4	13.5	12.1	0.0	16.7	17.4	15.0

Table 11

Parent Opinion Questionnaire
Percent Responses by Race and Educational Level of Parent

	Grade Level 0-8					Grade Level 8-11				
Question	Caucasian N=38	Negro N=105	Oriental N=23	Other N=11	Total N=177	Caucasian N=76	Negro N=294	Oriental N=31	Other N=14	Total N=415
1. Yes	42.1	78.1	34.8	100.0	66.1	65.8	91.8	41.9	71.4	82.7
No	39.5	10.5	34.8	0.0	19.2	14.5	2.7	9.7	28.6	6.3
Not Sure	18.4	11.4	30.4	0.0	14.7	19.7	5.4	48.4	0.0	11.1
2. Yes	34.2	61.0	43.5	63.6	53.1	32.9	70.1	51.6	28.6	60.5
No	47.4	24.8	34.8	9.1	29.9	46.1	18.0	32.3	71.4	26.0
Not Sure	18.4	14.3	21.7	27.3	16.9	21.1	11.9	16.1	0.0	13.5
3. Yes	39.5	73.3	30.4	100.0	62.1	60.5	77.6	41.9	50.0	70.8
No	31.6	13.3	47.8	0.0	20.9	17.1	9.9	19.4	42.9	13.0
Not Sure	28.9	13.3	21.7	0.0	16.9	22.4	12.6	38.7	7.1	16.1
4. Yes	23.7	44.8	26.1	54.5	38.4	18.4	63.9	38.7	28.6	52.5
No	47.4	22.9	30.4	0.0	27.7	35.5	9.2	25.8	57.1	16.9
Not Sure	28.9	32.4	43.5	45.5	33.9	46.1	26.9	35.5	14.3	30.6
5. Yes	39.5	12.4	43.5	0.0	21.5	19.7	10.5	6.5	35.7	12.8
No	39.5	57.1	17.4	63.6	48.6	28.9	60.5	41.9	42.9	52.8
Not Sure	21.1	30.5	39.1	36.4	29.9	51.3	28.9	51.6	21.4	34.5
6. Yes	31.6	45.7	17.4	27.3	37.9	35.5	58.2	29.0	42.9	51.3
No	42.1	9.5	21.7	9.1	18.1	28.9	10.5	12.9	35.7	14.9
Not Sure	26.3	44.8	60.9	63.6	44.1	35.5	31.3	58.1	21.4	33.7
7. Yes	57.9	57.1	65.2	27.3	56.5	71.1	71.1	71.0	71.4	71.1
No	28.9	31.4	26.1	27.3	29.9	22.4	15.3	6.5	28.6	16.4
Not Sure	13.2	11.4	8.7	45.5	13.6	6.6	13.6	22.6	0.0	12.5

Table 11 (continued)

Question	Grade Level 12 Caucasian N=248	Negro N=580	Oriental N=105	Other N=49	Total N=982	Grade Level 13-15 Caucasian N=507	Negro N=378	Oriental N=102	Other N=31	Total N=1018
1. Yes	76.2	91.7	54.3	81.6	83.3	86.6	94.4	70.6	80.6	87.7
No	11.7	3.3	22.9	8.2	7.7	7.5	1.6	12.7	3.2	5.7
Not Sure	12.1	5.0	22.9	10.2	9.0	5.9	4.0	16.7	16.1	6.6
2. Yes	40.7	70.2	36.2	49.0	58.0	46.7	71.2	27.5	54.8	54.1
No	48.0	14.0	52.4	34.7	27.7	37.5	14.0	58.8	32.3	30.7
Not Sure	11.3	15.9	11.4	16.3	14.3	15.8	14.8	13.7	12.9	15.1
3. Yes	77.0	80.5	57.1	73.5	76.8	86.4	87.8	68.6	64.5	84.5
No	9.3	6.6	23.8	8.2	9.2	4.5	3.7	10.8	12.9	5.1
Not Sure	13.7	12.9	19.0	18.4	14.1	9.1	8.5	20.6	22.6	10.4
4. Yes	28.2	57.4	31.4	38.8	46.3	36.5	60.6	21.6	35.5	43.9
No	40.3	13.6	41.0	30.6	24.1	32.5	11.9	45.1	32.3	26.1
Not Sure	31.5	29.0	27.6	30.6	29.5	31.0	27.5	33.3	32.3	30.0
5. Yes	31.0	5.7	25.7	20.4	15.0	29.0	10.6	32.4	32.3	22.6
No	29.0	65.0	32.4	55.1	51.9	29.0	62.4	22.5	32.3	40.9
Not Sure	39.9	29.3	41.9	24.5	33.1	42.0	27.0	45.1	35.5	36.5
6. Yes	39.5	62.4	37.1	42.9	53.0	47.1	72.8	26.5	38.7	54.3
No	27.0	7.6	25.7	16.3	14.9	24.5	6.3	31.4	29.0	18.6
Not Sure	33.5	30.0	37.1	40.8	32.2	28.4	20.9	42.2	32.3	27.1
7. Yes	66.1	62.4	80.0	75.5	65.9	63.1	57.7	79.4	77.4	63.2
No	19.8	24.3	15.2	18.4	21.9	16.8	29.9	10.8	12.9	20.9
Not Sure	14.1	13.3	4.8	6.1	12.2	20.1	12.4	9.8	9.7	15.9

Table 11 (continued)

Question	Grade Level 16 Caucasian N=443	Negro N=48	Oriental N=69	Other N=8	Total N=568	Grade Level 16+ Caucasian N=1205	Negro N=69	Oriental N=95	Other N=17	Total N=1386
1. Yes	88.5	100.0	81.2	75.0	88.4	87.9	98.6	68.4	88.2	87.1
No	7.4	0.0	7.2	12.5	6.9	5.2	0.0	22.1	0.0	6.1
Not Sure	4.1	0.0	11.6	12.5	4.8	6.9	1.4	9.5	11.8	6.9
2. Yes	50.3	77.1	31.9	37.5	50.2	52.2	82.6	36.8	41.2	52.5
No	35.4	12.5	59.4	50.0	36.6	31.0	11.6	49.5	35.3	31.4
Not Sure	14.2	10.4	8.7	12.5	13.2	16.8	5.8	13.7	23.5	16.1
3. Yes	87.6	95.8	85.5	87.5	88.0	88.6	88.4	70.5	88.2	87.4
No	4.7	0.0	4.3	12.5	4.4	4.1	1.4	16.8	5.9	4.8
Not Sure	7.7	4.2	10.1	0.0	7.6	7.3	10.1	12.6	5.9	7.8
4. Yes	35.7	62.5	18.8	25.0	35.7	37.2	73.9	21.1	23.5	37.7
No	31.6	12.5	39.1	37.5	31.0	31.3	5.8	50.5	47.1	31.5
Not Sure	32.7	25.0	42.0	37.5	33.3	31.5	20.3	28.4	29.4	30.7
5. Yes	30.9	20.8	30.4	25.0	29.9	34.1	11.6	40.0	41.2	33.5
No	29.1	62.5	26.1	12.5	31.3	26.5	65.2	24.2	41.2	28.4
Not Sure	40.0	16.7	43.5	62.5	38.7	39.4	23.2	35.8	17.6	38.1
6. Yes	51.5	75.0	33.3	37.5	51.1	51.4	79.7	23.2	47.1	50.8
No	24.8	10.4	24.6	25.0	23.6	23.6	5.8	38.9	23.5	23.7
Not Sure	23.7	14.6	42.0	37.5	25.4	25.1	14.5	37.9	29.4	25.5
7. Yes	64.8	58.3	81.2	50.0	66.0	57.8	42.0	74.7	58.8	58.2
No	17.4	27.1	13.0	50.0	18.1	21.2	44.9	14.7	41.2	22.2
Not Sure	17.8	14.6	5.8	0.0	15.8	21.0	13.0	10.5	0.0	19.6